DOCUMENT RESUME

ED 249 317 UD 023 824

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TITLE	Chapter 1 In Action. Virginia Evaluation Summary, 1979-83.
INSTITUTION	Virginia State Dept. of Education, Richmond. Office of Specialized Compensatory Education.
PUB DATE	Jul 84
NOTE	26p.
PUB TYPE	Statistical Data (110) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Achievement Gains; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Program Costs; *Program Effectiveness; Student Characteristics
IDENTIFIERS	Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; *Virginia

ABSTRACT

This booklet summarizes evaluation information from the first year of Chapter 1 programs (funded under the Education Consolidation and Improvement Act of 1981) in Virginia, and presents highlights from the last 18 years of the Title I program (funded under the Elementary and Secondary Education Act). The summary, which reflects the results of Chapter 1 programs in 139 school divisions, is divided into several topic areas: (1) basic facts about Chapter 1; (2) participant characteristics; (3) academic subjects emphasized under the programs; (4) staff; (5) impact on achievement in reading, mathematics, and language arts; (6) management techniques used to improve learning; (7) parent involvement; (8) program costs; (9) monitoring activities; (10) services for migrant children and the impact of such services; and (11) sevices for neglected and delinquent children. (GC)

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Chapter 1 In Action

Virginia Evaluation Summary • 1979-83

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Division of Compensatory Education (ECIA Chapter 1)
Richmond, Va. 23216 • July 1984

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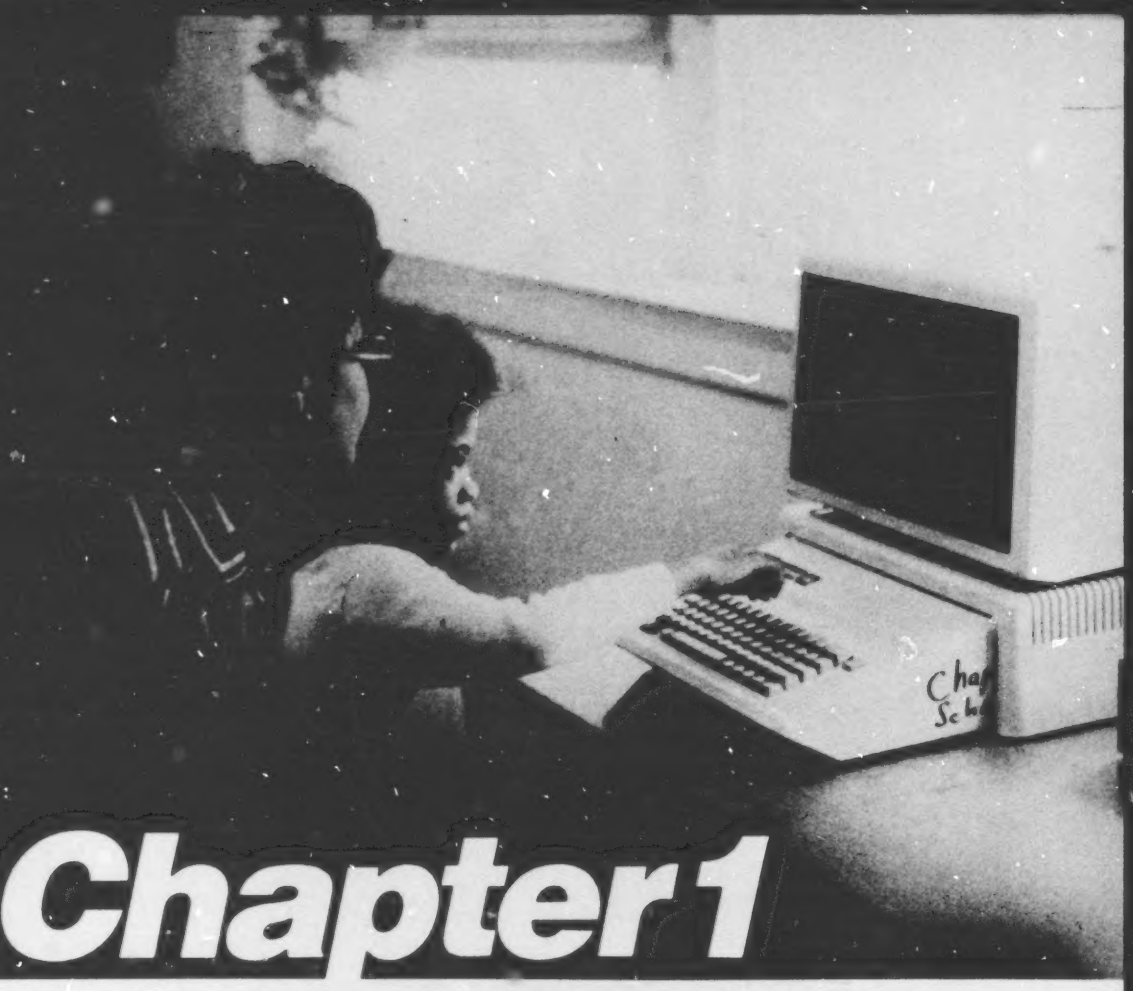

Chapter 1 In Action

Virginia Evaluation Summary · 1979-83

Prepared by
Macio H. Hill
Supervisor, Chapter 1

Virginia Department of Education
Office of Special and Compensatory Education
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Richmond, Va. 23216
July 1984

Preface

This booklet contains information about the evaluation of the first year of Chapter 1 of the Education Consolidation And Improvement Act (ECIA) of 1981 and highlights of the last 18 years of the Title I program operated under the Elementary and Secondary Education Act. Some comparisons will be made to show trends in compensatory education in Virginia during this period.

The basic purpose of Chapter 1 is to provide financial assistance to help states and localities meet the special needs of educationally deprived children. In Virginia, Chapter 1 funds are used to employ teachers, aides, and other staff personnel and to purchase materials and equipment to improve the educational opportunities of educationally disadvantaged students. Parents, teachers, and administrators are trained to work together to help these students achieve academically in accordance with their abilities. As a result of these efforts, many students who were enrolled in Chapter 1 programs have improved their reading and mathematics skills and, as a result, have become more successful in the standard school curriculum.

Such achievement is demonstrated by improved standardized test scores and by improved attitudes and self-esteem among participating children.

This publication is designed to acquaint the reader with the educational opportunities provided by Chapter 1 programs for students in Virginia's Public Schools.

S. John Davis
Superintendent of Public Instruction

Introduction

"Line for Learning"
(a summer Telephone Instructional Program)
Henry County Public Schools

"Chapter 1 in Action" is a summary of the Evaluation of ECIA Chapter 1 programs in Virginia. This summary reflects the results of the program in 139 school divisions from 1979-80 through 1982-83 and includes data on the ESEA Title I program gathered over the last 18 years. Also included is information on Chapter 1 programs conducted for neglected and delinquent children and migrant children in Virginia.

Flash Back

1965-66—1982-83

Eighteen years ago Virginia was awarded $20,831,580 to initiate a new program for educationally deprived boys and girls. Since the program was begun, Title I (now Chapter 1) administrators, teachers, and parents have continued to develop, implement, and evaluate the program and disseminate information about program activities.

Many changes have occurred in the Title I/Chapter 1 program over the last 18 years. New positions have been added in classrooms, better training has been provided for teachers, and parental involvement in school programs has increased. Virginia is fortunate in the quality of leadership it has received from three state superintendents, two state Title 1/Chapter 1 directors, 21 state area supervisors, and support personnel of all kinds.

In 1967-68, 80,315 students enrolled in the summer Title I program. During the past year (1982-83), enrollment was 2,361 students. The highest enrollment (140,034) occurred in the winter program in 1968-69. Fourteen years later the winter enrollment had declined to 83,389 students. A paid summer teaching staff of 4,137 in 1967-68 had been reduced to 179 paid teachers in 1982-83. The winter program teaching staff fluctuated from 1,038 in 1969-70 to 1,762 in 1978-79. With all of these changes came knowledge, improvement of program activities, and respect for those teachers and administrators who have worked with educationally deprived children over the years.

TITLE I/CHAPTER 1 FROM THE BEGINNING FOR LOCAL EDUCATIONAL AGENCIES

		WINTER PROGRAM					SUMMER PROGRAM				
Year	Funding	Students	Teachers	Teacher Aides	Other Staff	Total Staff	Students	Teachers	Teacher Aides	Other Staff	Total Staff
1982-83	56,514,815	83,389	1,405	1,498	430	3,333	2,805	179	104	74	357
1981-82	55,978,717	88,821	1,486	1,716	531	3,733	2,361	153	90	51	294
1980-81	57,436,684	104,157	1,715	2,441	726	4,882	5,285	418	245	235	898
1979-80	62,142,528	111,781	1,760	2,630	641	5,031	14,352	1,083	775	430	2,288
1978-79	55,365,046	105,706	1,762	2,484	862	5,108	23,462	1,504	1,010	666	3,180
1977-78	45,153,043	100,323	1,612	2,313	731	4,656	13,053	812	Not Available		812
1976-77	39,979,387	95,603	1,447	2,222	764	4,433	17,904	1,258	832	172	2,262
1975-76	37,066,971	94,498	1,505	2,271	753	4,529	22,322	1,521	1,273	142	2,936
1974-75	35,346,213	90,091	1,259	2,088	1,030	4,377	25,194	1,681	1,415	189	3,285
1973-74	31,522,692	108,125	1,101	2,183	953	4,237	29,438	1,877	1,445	196	3,518
1972-73	35,266,849	112,947	1,394	2,621	1,005	5,020	27,894	1,765	1,409	197	3,371
1971-72	33,803,541	113,754	1,349	2,553	938	4,840	33,649	2,625	1,712	1,199	5,536
1970-71	34,181,909	101,353	1,112	2,127	893	4,132	48,340	2,587	1,760	1,193	5,540
1969-70	30,013,222	111,807	1,038	1,992	348	3,378	49,672	2,841	1,933	411	5,185
1968-69	25,355,733	140,034	1,286	1,926	851	4,063	56,404	2,741	1,875	1,175	5,791
1967-68	27,888,969	136,573	1,164	1,935	885	3,984	80,315	4,137	2,111	1,732	7,980
1966-67	22,702,438	130,658	1,268	1,891	859	4,018	54,021	3,099	1,703	767	5,569
1965-66	20,831,580	116,788	Not Available								
TOTAL	706,550,337	1,946,408	23,633	36,891	13,200	73,754	506,471	30,281	19,692	8,829	58,802

What Are The Basic Facts?

Charles L. Conyers
Director, Division of
Compensatory Education
ECIA Chapter 1

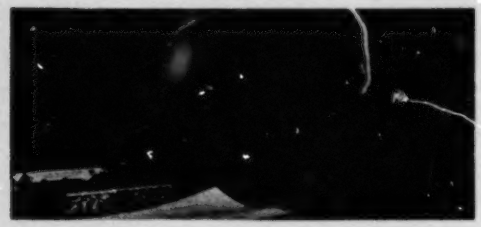
Chapter 1 of the Education Consolidation and Improvement Act of 1981 was enacted as part of the Omnibus Budget Reconciliation Act of 1981 (Public Law 97-35). The purpose of this act is to provide financial assistance to help states and local educational agencies meet the special needs of educationally deprived children and to do so in a manner that will eliminate burdensome and unproductive paperwork and free the schools of unnecessary supervision, direction, and control.

Chapter 1 legislation requires that children who need additional assistance in mathematics and reading and other language-development activities be identified and that appropriate supplemental instruction be provided for them.

To determine the eligibility of children to receive such services, school divisions establish their own standards of selection, subject to approval by the Department of Education. Selection criteria, usually based on a variety of factors, must be objective and may include standardized achievement test scores, other types of test scores, and teacher ratings. First priority for instruction is given to children with the greatest needs.

Instruction is tailored to each child's ability to progress. In most cases, 10 to 15 students leave their regular classrooms for 30 to 40 minutes each day to work with a trained teacher and, frequently, with one or more trained teacher aides. Teachers and teacher aides also work with children in regular classrooms. In either case, the major concern is to provide assistance where and when it is needed to help ensure every youngster a chance of success in school.

Who Are The Participants?



Chapter 1 activities in Virginia are conducted primarily in the elementary grades, although some school divisions provide Chapter 1 programs in other grades. During the 1982-83 school year, 83,389 students were enrolled in Chapter 1 programs in Virginia. Nearly 92 percent of the students were in kindergarten through grade 7. Approximately 1 percent of the students participating in Chapter 1 activities were enrolled in grades 10-12. In the 1982-83 school year, there was a decrease in the number of students in every grade level except pre-kindergarten and kindergarten.

From 1979-83 Title I/Chapter 1 lost 28,392 students, a 25 percent reduction. Most of the decline occurred during 1981-82.

PARTICIPATION DURING REGULAR TERMS

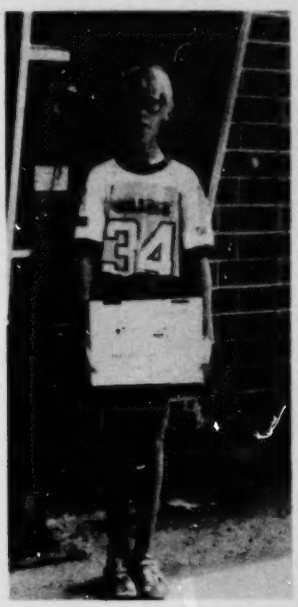
	1979-80		1980-81		1981-82		1982-83	
Grades	Students	Percent	Students	Percent	Students	Percent	Students	Percent
PK-K	2,649	2	1,997	2	1,587	2	2,002	2
1	13,972	12	12,172	12	10,628	12	10,514	13
2	16,514	15	15,439	15	13,819	16	13,036	16
3	18,025	16	16,385	16	13,868	16	12,670	15
4	16,950	15	15,981	15	13,404	15	12,687	15
5	14,311	13	14,690	14	12,863	14	11,754	14
6	11,342	10	10,884	11	10,007	11	8,689	10
7	8,826	8	8,587	8	6,235	7	5,866	7
8	6,255	6	5,429	5	4,479	5	4,356	5
9	1,797	2	1,542	1	1,372	1.5	1,262	2
10-12	1,140	1	1,051	1	559	.5	553	1
	111,781	100%	104,157	100%	88,821	100%	83,389	100%

Flash Back

Regular Session
1970-71

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Percentage	2.3	16.4	16.0	14.1	14.4	10.0	8.9	6.2	4.1	2.6	2.5	1.2	1.3
Students	2,331	16,622	16,216	14,291	14,595	10,135	9,020	6,284	4,156	2,635	2,534	1,216	1,318
											Total		101,353

What Subjects Are Emphasized?



Chapter 1 instructional activities are limited primarily to reading, mathematics, and English language arts. Only one percent of the students have been assigned to other related areas. During the last two years, 60 percent of the students were enrolled in reading, about 33 percent in mathematics, and 6 percent in English language arts.

PERCENTAGE OF STUDENTS IN INSTRUCTIONAL AREAS

	1979-80	1980-81	1981-82	1982-83
Reading	55%	57%	60%	60%
Mathematics	33	34	32	33
English Language Arts	9	7	6	6
Other	3	2	2	1
	100%	100%	100%	100%

Flash Back

1970-71

Reading	41%
Mathematics	11%
English Speech	9%
Music	6%
Science	4%
Physical Education	3%
Other	26%

Who Provides Instruction?

Eighty-five percent or more of all Chapter 1 expenditures at the local level are used for instructional salaries and administrative costs, reflecting the belief that the effectiveness of the staff will determine the success of the program. From 1979-80 through 1982-83, there was a reduction of approximately 34 percent in staff personnel. During 1982-83, staff personnel declined approximately four percent, or 400 persons, below the total for 1981-82.

STAFF

Positions	1979-80	1980-81	1981-82	1982-83
Administrators	114	104	107	87
Teachers	1,760	1,715	1,486	1,405
Teacher Aides	2,630	2,441	1,716	1,498
Curriculum Specialists	93	68	62	47
Support Specialists	194	221	157	110
Clerical Staff	162	273	144	136
Other	78	60	61	50
	5,031	4,882	3,733	3,333

Flash Back

1970-71

Administrative/Supervisor	79
Teachers	1,112
Teacher Aides	2,127
Curriculum Specialists	168
Support Specialists	216
Clerical staff	184
Other	246
Total	4,153

What Impact Did Chapter 1 Have on Students?

Norm-referenced testing is the most widely used method for evaluating the effectiveness of Chapter 1 instruction. This standardized testing provides information to show the impact of Chapter 1 instruction throughout the state and nation. Most children in Chapter 1 programs were pretested with a nationally standardized test and their percentile scores were recorded. Also, at the end of the program, most students were given a standardized posttest.

In this type of testing, children are expected to score at the same percentile rank on the posttest as they did on the pretest, unless some variable caused a change in their achievement. Children's achievement in the Chapter 1 program is considered educationally significant if there is a gain of three or more points on the normal curve equivalent (NCE) scale.

Reading

In the 1982-83 school year, all grades met or exceeded the educationally significant level by one or more points on the NCE scale. The largest gain occurred at the tenth grade. NCE gains in all other grades except grade seven were smaller than gains recorded during the previous year. The overall average NCE gain in 1982-83 was 5.7, 1.8 points less that the 7.5 points gained in 1981-82.

READING

	1979-80		1980-81		1981-82		1982-83	
Grade	Students	NCE Gains	Students	NCE Gains	Students	NCE Gains	Students	NCE Gains
2	10,776	9.0	10,955	9.3	9,889	8.4	9,809	8.0
3	11,074	7.6	12,161	6.7	9,109	6.7	9,650	6.5
4	10,213	6.5	10,829	5.4	8,380	6.0	8,584	5.0
5	8,829	5.8	10,707	5.5	8,128	6.7	7,977	6.0
6	7,620	5.2	7,603	4.4	5,161	4.2	6,068	4.1
7	5,759	4.1	5,639	3.2	3,617	3.8	4,410	4.4
8	3,922	3.2	3,505	4.5	2,216	3.6	2,830	1.6
9	1,534	4.0	735	4.9	776	6.0	790	4.1
10	569	1.3	357	2.9	220	4.0	153	6.6
11	172	2.3	114	1.7	60	7.6	26	5.5
12	52	6.1	16	6.8	16	10.1	20	4.7
No. of Students (N) = 60,520 NCE Gain = 6.3			N = 62,621 NCE Gain = 5.9		N = 48,595 NCE Gain = 7.5		N = 50,317 NCE Gain = 5.7	

Mathematics

No consistent pattern of growth in NCE gains has been observed over the last four years. However, the gains in 1979-80 and 1981-82 by children in grades 2, 3, and 4 were higher than the gains for children in the same grades in 1980-81 and 82-83. Smaller gains were recorded in grades 5, 7, and 8 during 1982-83 compared with gains recorded during 1981-82.

The pattern of enrollment in mathematics was the same as that in reading, up slightly in 1982-83. Total enrollment during the last four years was 149,332 students. The overall decline for the four year period was 14.1 percent.

MATHEMATICS

	1979-80		1980-81		1981-82		1982-83	
Grade	Students	NCE Gains	Students	NCE Gains	Students	NCE Gains	Students	NCE Gains
2	6,022	9.2	5,696	7.8	5,513	9.9	5,682	7.6
3	6,857	8.1	7,161	6.3	5,466	7.3	5,676	5.5
4	7,613	7.2	7,795	6.7	5,659	7.6	5,734	6.8
5	6,784	7.5	8,024	6.3	5,589	6.3	5,816	6.5
6	5,163	7.2	6,278	5.4	4,701	5.4	4,509	3.7
7	3,797	4.6	4,932	3.8	2,396	4.6	3,070	4.9
8	2,693	5.0	3,186	5.0	1,639	2.9	2,398	3.0
9	420	4.1	620	5.1	556	5.1	833	4.0
10	128	3.2	273	4.2	174	2.8	99	5.3
11	17	−1.7	81	3.6	91	4.0	73	3.4
12	7	1.4	12	2.9	41	4.3	58	3.3
No. of Students (N) = 39,501 NCE Gain = 7.3			N = 44,058 NCE Gain = 6.0		N = 31,825 NCE Gain = 8.0		N = 33,948 NCE Gain = 5.7	

English Language Arts

When compared to the figures for 1981-82, NCE gains in 1982-83 were reflected in grades 2, 5, 7, 10, and 11. Declines occurred in all other grades, except grade 12. The greatest loss occurred in grade 4.

ENGLISH LANGUAGE ARTS

	1979-80		1980-81		1981-82		1982-83	
Grade	Students	NCE Gains	Students	NCE Gains	Students	NCE Gains	Students	NCE Gains
2	326	6.3	794	7.4	659	5.3	781	6.9
3	904	1.8	1,854	2.2	825	6.4	809	5.1
4	1,245	6.5	1,966	5.0	894	7.5	980	1.2
5	1,150	5.5	2,066	4.0	895	4.9	1,256	5.0
6	983	4.7	1,665	3.9	823	3.2	954	1.1
7	1,770	4.9	1,800	4.2	877	3.7	925	5.4
8	1,303	3.0	1,373	3.7	654	1.7	786	=0.4
9	12	2.2	210	3.6	242	2.8	175	2.0
10	27	3.4	79	4.6	66	3.5	89	3.9
11	21	0.3	49	3.1	57	2.9	65	3.2
12	4	4.0	34	4.0	33	3.5	49	3.5
No. of Students (N) = 8,045 NCE Gain = 4.4			N = 11,890 NCE Gain = 4.1		N = 6,025 NCE Gain = 4.9		N = 6,869 NCE Gain = 3.5	

Flash Back

1970-71

How Successful Were Title I Programs as Determined by Standardized Tests?

The standardized test results from 10 school divisions were used to determine the effectiveness of the Title I reading program.

The divisions selected had conducted Title I reading programs for several years and had reported results which were compatible, including pretest and posttest results. Test results from three cities, three large counties, three medium-size counties, and one small county were included to determine the change in grade equivalent.

The results obtained should be viewed in light of the fact that the students enrolled were educationally deprived and the majority scored below the 25th percentile, as compared with national norms.

Division	1	2	3	4	5	6	7	8	9	10	Total
Number Tested	74	779	142	289	304	694	330	591	242	608	4,503
Mean Gain By Months for Each Month of Instruction	1.5	1.2	1.5	1.2	1.2	1.0	1.6	1.2	1.2	1.5	Mean Gain (Weighted) 1.3

What Management Techniques Are Used to Improve Learning?

Several management models are being used in the state to improve learning. Local coordinators and area supervisors work together to determine the most appropriate model(s) to be used.

To ensure that all school divisions receive adequate guidance in managing their programs, the state is divided into eight geographic areas. Each area is made up of one or more planning districts (Virginia regional planning system). A supervisor is assigned to each geographic area.

The area supervisor will visit each assigned coordinator at least twice during the year and will review instructional activities, program evaluation and management, curriculum and staff development, project inventory, and Chapter 1 guidelines.

During the last three years, each Chapter 1 area supervisor averaged about three visits per school division (larger school divisions are visited more often because of the number of target schools). Most of the visits took place in September, October, April, and May.

NUMBER OF VISITS PER MONTH

1980-81 and 1981-82 and 1982-83

	MONTH												
Year	J	A	S	O	N	D	J	F	M	A	M	J	Total
1980-81 Total Visits Per Month	20	20	31	48	43	33	65	39	31	46	52	24	447
1981-82	26	22	61	56	37	25	22	45	34	41	39	23	431
1982-83	10	22	49	61	56	41	41	27	31	53	57	15	483
1980-81 Percentages of Visits Per Month	4	4	7	11	10	7	15	9	7	9	12	5	100%
1981-82	6	5	14	13	9	6	5	10	8	10	9	5	100%
1982-83	2	5	11	13	12	9	9	6	7	11	12	3	100%

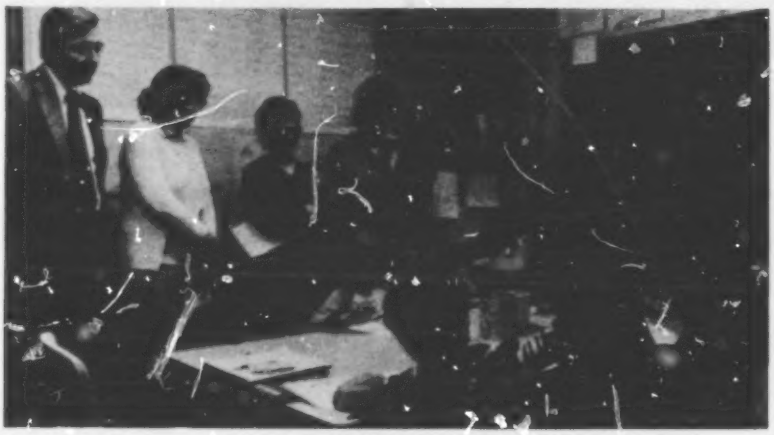
1970-71

Approaches Which Contributed Most to Accomplishing Objectives

Flash Back

RANK 1970-71	
2	Use of better educational equipment and supplies
1	Use of teacher aides
3	Reduced size of classes and teacher load
—	Providing curriculum materials center
—	Increased supervision
4	In-service training
5	Use of specialists and consultants
7	Parental support
6	Quality of facilities

How Are Parents Involved?



Because of the changes in the Chapter 1 guidelines only three questions were asked concerning parental involvement.

(1) Question: Was a district advisory council established?

Answer: Yes or No, and number of members and number of meetings if applicable.

(2) Question: Were school parent advisory councils established?

Answer: Yes or No, and number of members and number of meetings if applicable.

(3) Question: Are documents on file indicating consultation with parents during design and implementation of program?

Answer: Yes or No

RESULTS

- Each school division indicated the establishment of a district advisory council—(DAC).
- There were 2,040 members of DACs.
- District advisory councils met 482 times.
- Slightly over one-third (46) of the school divisions had school level parent advisory councils.
- There were 4,143 members on school level parent advisory councils.
- School level parent advisory councils met 994 times.
- All school divisions had information on file indicating parental involvement in Chapter 1 programs.

Flash Back

1972-73

• Number of advisory committees	133
• Number of committee meetings	530
• Members serving on advisory committees	1,442

What Did it Cost to Operate Chapter 1 Programs?

Of the funds allocated for instruction, over 90 percent were designated for salaries of teachers and instructional aides. The decrease in funds budgeted for instruction may be attributed to the increase in fixed costs (employee benefits). In the remaining budget categories, the funding has been relatively static.

The per pupil expenditure for instruction has increased 6.4%, from $353.35 in 1980-81 to $376.05 in 1982-83. The increase in fixed costs during the same period was more than 29%, from $75.45 to $97.53, and the total Chapter 1 per pupil expenditure increased only 9%, from $494.86 to $540.49.

SCHEDULING OF PROGRAMS

	1979-80	1980-81	1981-82	1982-83
Divisions with regular term activities	135	135	135	135
Divisions with summer term activities	31	8	9	18

EXPENDITURES OF CHAPTER 1 FUNDS

	1979-80	1980-81	1981-82	1982-83
Winter Program (regular)	$46,603,655.60	$47,336,260.84	$47,263,155.99	$39,623,862.60
Carryover	7,370,518.92	10,285,933.40	8,646,523.01	10,707,929.00
	$53,974,174.52	$57,622,194.24	$55,909,679.00	$50,331,791.60
Summer Program	3,999,183.64	3,027,674.26	1,217,276.15	595,674.95
TOTAL	$57,973,358.16	$60,649,868.50	$57,126,955.15	$50,927,466.55

PERCENTAGE OF TITLE I/CHAPTER 1 EXPENDITURES 1980-83

	1980-81	1981-82	1982-83
Administration	7.8%	7.9%	8.4%
Instruction	71.4%	71.0%	69.6%
Operations and Maintenance	1.4%	1.4%	1.4%
Fixed Costs	15.3%	16.4%	18.0%
Capital Outlay	.3%	.3%	.4%
Other	3.8%	3.0%	2.2%

Flash Back

1970-71
Expenditures of Title I Funds

Administration	4.8%
Instruction	73.7%
Attendance Services	2.4%
Health Services	2.4%
Transportation	2.0%
Operation of Plant	.7%
Maintenance of Plant	.5%
Fixed Charges	5.7%
Food Services	3.7%
Construction	1.4%
Equipment	2.3%
Miscellaneous Activities	.4%
	100%

Representatives of the Hawaii Department of Education visit Virginia Chapter 1 programs

Martha Fukunaga, Chapter 1 resource teacher, Maui District (second from left)
Fukue Higashino, State Educational Specialist, Chapter 1 (third from left)

A visit to the smallest Chapter 1 school in the State of Virginia, Tannersville Elementary School, Tazewell County.

What Are the Monitoring Activities?

Each Chapter 1 program is monitored every five years by the Administrative Review Service of the Department of Education. During the last three years, 115 local Chapter 1 programs were monitored. The purpose of the visits is to ensure that local programs are operated in compliance with state and federal guidelines and are operating in accordance with approved project applications.

While on-site, the Chapter 1 monitors interview staff members, observe classes in action, and analyze information about the program.

At the conclusion of the visit, the Administrative Review Service will submit a detailed report to the school division and to the state director of Chapter 1. If corrective action is required, the state director of Chapter 1 and the area supervisor assigned to the school division will make a follow-up visit.

SUMMARY OF MONITORING ACTIVITIES

	1980-81	1981-82	1982-83	Total
Number of school divisions	44	45	26	115
Number of target schools visited	201	387	203	791
Number of Chapter 1 classes observed	439	672	342	1,453
Number of principals interviewed	201	387	203	791
Total number of Chapter 1 students enrolled in the programs monitored	26,917	36,480	15,178	78,575

Flash Back

1972-73

The Title I monitoring program, which was established during 1971-72, has been one of the most constructive actions taken to improve the quality of the Title I program in Virginia.

The primary purpose of the monitoring and audit teams is to examine, in depth, the Title I programs at the local levels to identify their weaknesses and strengths. This on-site visit includes examination of program planning, development, operation, financing, and evaluation.

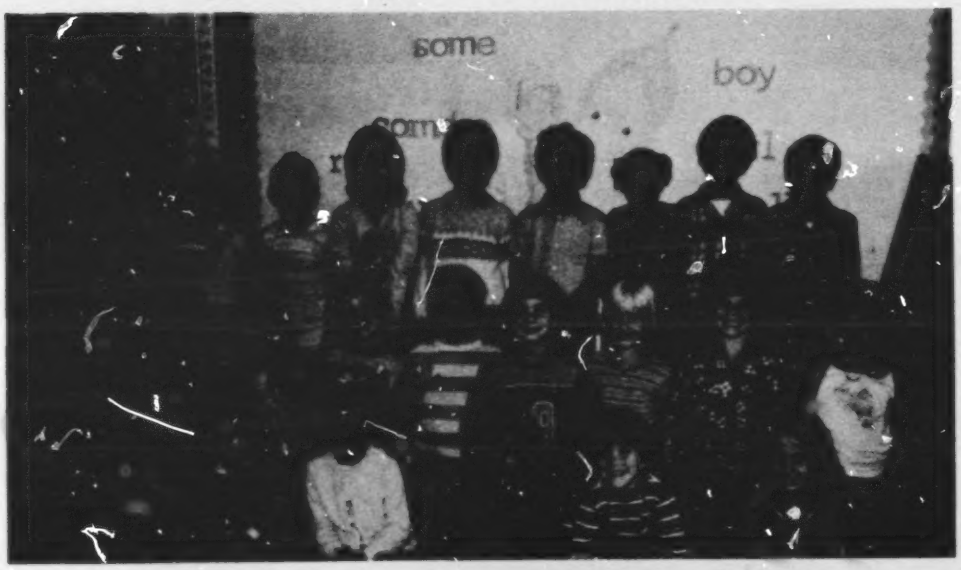
The school divisions have been most receptive to this program and it has had a constructive impact on Title I. Perhaps its greatest contribution is the fact that every Title I coordinator who serves on the monitoring and audit teams can identify problems in one LEA which also may exist in his or her own program.

The monitoring teams, as originally organized, operated during part of the 1973 fiscal year. The major functions of these teams have been replaced by an audit section which is directly responsible to the special assistant for federal programs and which audits Title I and other federal programs.

Each LEA visited by a monitoring team was asked to indicate the degree of assistance received. The answers were as follows:

Very helpful	29
Helpful	19
Some help	1
No help	0

How Are Migrant Children Being Served In Virginia?



Funds for migrant education, also provided by Chapter 1, are available to the Department of Education to provide services to meet the special needs of children of migratory agricultural workers and migratory fishermen. Clothing and services such as health and dental care also may be provided.

The amount of money received for migrant education is determined by the number of children of migratory workers enrolled in school and reported by the Migrant Student Record Transfer System (MSRTS). It is important that all migrant children be identified and reported to MSRTS.

In Virginia and other states, the major components of migrant education are instructional services, interstate coordination, parental involvement, and supportive services. Like other Chapter 1 educational programs, instruction receives top priority. It should be noted that more than 50 percent of all migrant funds are used for instructional activities.

ENROLLMENT

In 1981-82, 1,099 children were enrolled in migrant programs in Virginia. A year later (1982-83), the enrollment totaled 1,571 students, a 30 percent increase. The increase came about largely because of the child find system initiated by the supervisor of migrant education. There were increases at every level, preschool through secondary school.

	1981-82		1982-83	
Level of Education	No. of Students	Percentage	No. of Students	Percentage
Preschool/kindergarten	176	16%	212	13%
Elementary	472	43%	560	36%
Secondary	154	14%	244	16%
Other	297	27%	555	35%
	1,099	100%	1,571	100%

STAFF

There was a 36 percent reduction in the migrant staff from 1981-82 to 1982-83. This reduced staff had to work with 30 percent more students than were enrolled in the previous year. In 1982-83 approximately 88 percent of the full-time paid staff were teachers and aides, and 98 percent of the part-time paid staff were teachers and aides. In addition, to staff listed, there were more than 85 staff persons who worked with migrant children at the local level and were paid from other funds.

	1981-82				1982-83			
Position	Full-time		Part-Time		Full-Time		Part-Time	
Administrators	1	.01%	1	.02%	1	.01%	1	.02%
Teachers	45	39%	21	49%	35	47%	25	51%
Aides	33	28%	11	26%	25	34%	23	47%
Other	37	32%	10	23%	13	18%	—	—
	116	100%	43	100%	74	100%	49	100%

1970-71

Enrollment		Staff	
Pre-kindergarten	60	Teachers	30
Kindergarten	119	Teacher Aides	36
Grades 1-6	402	Non-professional	26
Grades 7-12	39	Other Professional	54
Ungraded	139		
Total	759	Total	146

Impact Data

Because migrant students move frequently, it is often impossible to collect their pretest and posttest scores from standardized tests. However, if a migrant child is enrolled in a regular school program, the MSRTS cumulative data is available on that child. If the child is not enrolled in the MSRTS system, the school division will administer the Virginia Migrant Educational Criterion Referenced Test for basic skills or some other appropriate test to obtain information on the new student.

As indicated before, data on the pre-posttest scores is often impossible to obtain due to the nature of migrant students. During the 1982-83 regular program, matched scores in reading and mathematics were collected for 68 percent of the students enrolled. It should be noted that 72 percent of those students tested in reading and 68 percent of the students tested in mathematics met their program objective. This was more than double the percentage of students meeting program objectives during the previous year.

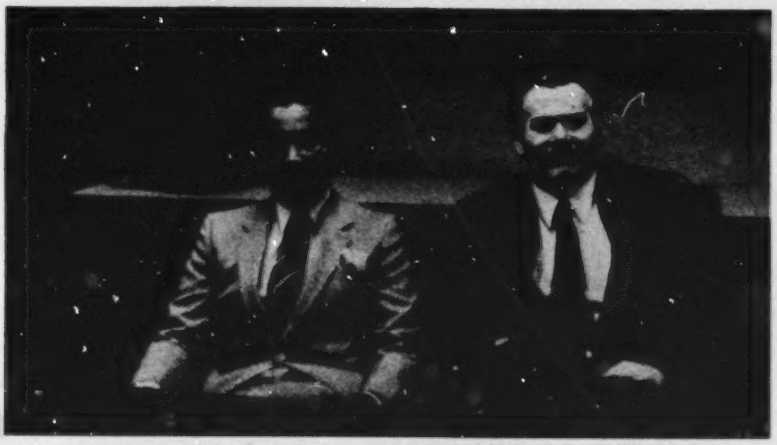
REGULAR PROGRAM READING AND MATHEMATICS SCORES

	1981-82			1982-83		
	Students Tested	Number Students Meeting Objective	Percent Meeting Objective	Students Tested	Number Students Meeting Objective	Percent Meeting Objective
Reading	211	71	34%	125	90	72%
Mathematics	180	52	29%	97	62	64%
Totals	392	123	31%	222	152	68%

SUMMER PROGRAM READING AND MATHEMATICS SCORES

	1981-82			1982-83		
	Students Tested	Number Students Meeting Objective	Percent Meeting Objective	Students Tested	Number Students Meeting Objective	Percent Meeting Objective
Reading	144	122	85%	68	66	97%
Mathematics	155	117	75%	65	58	89%
Totals	299	239	80%	135	124	93%

How Are Neglected Delinquent Children Being Served in Virginia?



Superintendent (right) and Assistant Title I Coordinator for Rehabilitative School Authority

Chapter 1 ECIA includes funds to be used to provide supplementary educational services to meet the needs of children living in institutions for the neglected or delinquent or in adult correctional institutions. Programs must supplement the basic education provided by the state.

The Virginia Rehabilitative School Authority (RSA), an independent school authority established by the Virginia General Assembly, is responsible for allocating Chapter 1 funds to develop and implement a curriculum for juveniles and youthful offenders assigned to the state correctional system.

The Rehabilitative School Authority's Chapter 1 Juvenile Program is a social skills program designed to supplement the regular basic skills program.

The RSAs Chapter 1 Youthful Offenders Program which supplements the regular instructional program combines one-on-one instruction and group interaction. Chapter 1 activities of primary concern include in-service training for teachers and administrators, tutorial activities conducted by teachers and students, group interaction with inside and outside resources, and transitional services to provide a closer relationship among students, their families, and the institution.

STAFF

The staff has remained unchanged for the past two years. Selection and development of the staff are two reasons for its stability.

PERSONNEL

Positions	Juvenile Staff		Youthful Offenders		Total
	81-82	82-83	81-82	82-83	
Administrators	1	1	1	1	2
Teachers	12½	12½	4½	4½	17
Teacher Aides	4	4	4	4	8
Clerks	1	1	1	1	2
	18½	18½	10½	10½	29

Enrollment

In 1982-83 about 2,000 juveniles were assigned to RSA Chapter 1 programs, 100 fewer than were assigned during the previous year. The average daily attendance increased about one percent to 869. In the Youthful Offender Program, the average daily attendance declined 18 percent from 261 to 213. There are two new Chapter 1 centers, the Oak Ridge Learning Center, a juvenile coeducational center, and the Southampton Youthful Offender Center. The Powhatan Correctional School is no longer being served.

JUVENILE

Learning Centers	Sex	Average Daily Attendance	
		1981-82	1982-83
Appalachian Learning Center	Boys	52	55
Barrett Learning Center	Boys	124	118
Beaumont Learning Center	Boys	283	261
Bon Air Learning Center	Girls	171	177
Hanover Learning Center	Boys	161	160
Natural Bridge Learning Center	Boys	69	66
Oak Ridge Learning Center	Boys/Girls	-	32
		860	869

YOUTHFUL OFFENDERS

Correctional Schools	Sex	Average Daily Attendance	
		1981-82	1982-83
Harrisonburg Correctional School	Men	57	44
Powhatan Correctional School	Men	6	-
St. Brides Correctional School	Men	85	63
Southampton Correctional School	Men	113	62
Youthful Offender Center	Men	-	44
		261	213

Flash Back

1970-71

Natural Bridge Forestry Camp	90 Students
Hanover School for Boys	295
Pinecrest Center	40
Beaumont School for Boys	388
Janice Porter Barrett School for Girls	142
Juvenile Vocational Institute	60
Bon Air School for Girls	180
Reception and Diagnostic Center	210
TOTAL	1,405

Staff